

**Winter Term 2021 (January 12 – March 9, 2021)**

## **Content-based Instruction**

This course is designed for teachers who are already teaching -- or are preparing soon to teach -- content-based instruction (CBI) courses in English. CBI courses present teachers with the challenge of balancing the teaching of both language and content. The ideal way to strike this balance will differ, depending on the teaching context. This course is intended to help its participants meet those challenges by guiding participants through a series of practical, hands-on activities, which are supported by the necessary background and theoretical information, to prepare participants for future decision-making and problem-solving in the area of CBI.

By the end of this course, participants will:

- Be able to identify the characteristics of successful CBI programs
- Be able to explain major methodologies and techniques of CBI teaching
- Formulate clear learning objectives for CBI lessons and courses
- Plan CBI lessons that both help maximize students' content learning and promote English language learning
- Know ways of analyzing and adjusting task difficulty so as to make lessons that are at an appropriate level for students who are learning content taught in their second language (L2)
- Be able to analyze the usability of teaching resources and adapt them for use in their own CBI courses
- Be familiar with techniques that help language teachers learn and teach content competently
- Be equipped to make in-the-moment decisions about when and how to provide explicit language instruction in CBI classes
- Have strategies for collaborating with colleagues for professional development and to make their CBI courses a success



English as a Medium of Instruction (EMI) is an online course designed to introduce you to the theory and practice of teaching disciplinary content in English. This course will help you re-develop your existing courses or create new ones that use English as the Medium of Instruction (EMI). Materials include engaging videos, practical readings, and opportunities for collaboration within the course and in your institutions. You will identify challenges that faculty and students encounter in EMI classes, and develop strategies for successfully helping students learn course content while simultaneously building or refining their English skills. In addition, you will gain confidence in teaching in English while you also become more comfortable using pedagogies that are interactive and focus on student learning. Topics include course design, syllabi development, lesson and materials creation, teaching interactively in English, and supporting learning through technology. When you complete the course, you will have a portfolio of materials you can use in your own courses.

By the end of this course, participants will be able to:

- explain the goals, key concepts, challenges, benefits, and current methods in teaching and assessing disciplinary content in English.
- assess your own readiness and comfort with teaching your disciplinary content in English, leading to the creation of your own professional goals.
- identify student needs as they learn disciplinary content in English.
- use effective approaches and techniques appropriate for non-native English speaking students in EMI courses.
- design lessons that support students' development of English alongside their learning of course content.
- develop or revise a syllabus and assessments for teaching your disciplinary content in English.
- develop yourself professionally in the field of EMI by participating in an international online learning community and preparing an action or training plan to share your new knowledge and skills with other EMI professionals in your local community.

## Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting

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Exploration of culture in an EFL setting requires helping students engage in authentic situations to develop the ability to navigate across a variety of cultures. This intercultural ability requires language choices and awareness of oneself as a cultural being. It also requires critical thinking skills, which are themselves culturally defined. Using experiential learning as the organizational model, this course will engage participants in analyzing personal experiences, media, EFL textbooks, and classrooms to develop the capacity to think critically about the cultural assumptions and viewpoints embedded in their teaching content and process. After examining



themselves as cultural beings and assessing learners' needs and goals, participants will develop a concrete teaching lesson that reflects their view of teaching critical thinking and intercultural competence in their particular context.

By the end of the eight-week course, participants will be able to:

- Define the dimensions of culture and critical thinking as they pertain to teaching in their context
- Develop an increased understanding of critical thinking, experiential learning, and intercultural learning skills and the connections between them
- Further develop their ability to learn and teach intercultural competence and critical thinking by applying observation, inquiry, multiple perspective analysis, and self-reflection to their exploration of cultural phenomena
- Further develop their ability to learn and teach intercultural skills of active listening and empathy
- Critically analyze EFL textbooks' treatment of culture
- Develop their own assumptions about the teaching of culture in their context
- Create lesson plans which integrate cultural learning and critical thinking
- Reflect on, and critically analyze, their lessons.

## Professional Development for Teacher Trainers



This course, designed for both new and experienced teachers, gives participants methods for creating, presenting, and evaluating effective teacher training workshops. You will gain tools and techniques for promoting professional development in your teaching context. Through participation in this course, you will develop your skills for delivering engaging and relevant teacher trainings.

The main outcome of the course is to have participants apply teacher training tools and strategies for impactful training in their local contexts. Objectives:

- develop an understanding of what makes a teacher training workshop successful and improves student outcomes
- create a course outline based on your goals and objectives for your teaching context
- develop a plan for assessing participants to meet your goals and objectives
- apply evaluative concepts in a reflective way to assess training and grow professionally
- create a sustainable community of practice with colleagues for continued professional growth.

## Teaching English to Young Learners (TEYL)

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Teaching English to Young Learners (TEYL) is designed to introduce you to the theory and practice of teaching English as a foreign language (EFL) to young learners 3-10 years old. Through engaging videos and practical readings, you will explore approaches for teaching English to children that are not only effective but also fun and engaging. You will learn techniques for teaching new vocabulary and grammar that encourage student participation. In addition, you will gain new ideas for teaching listening, speaking, reading and writing in a meaningful context. Through learner-centered activities and group discussions, you will have many opportunities to share ideas with peers and apply course content to your learning environment. Get ready to learn about TEYL and be part of an international learning community with teachers around the world!

By the end of the course, you will be able to:

- explain the reasons for teaching English as a foreign (EFL) language at early ages.
- use effective approaches and techniques appropriate for young learners in the EFL classroom.
- develop appropriate activities for teaching the vocabulary, grammar, and the four skills—listening, speaking, reading, and writing to young EFL learners.
- describe your learning environment and develop a lesson for young EFL learners in your context.
- apply best practices for TEYL to your local context through a classroom observation of a peer.
- develop yourself professionally in the field of TEYL by participating in an international online learning community and preparing an action plan or training plan to share your new knowledge and skills with other TEYL professionals in their local community.

## Teaching Grammar Communicatively

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In this practice-oriented course, participants will explore how to adapt grammar instruction to meet their students' needs. They will also focus on integrating grammar instruction with teaching language skills, varying grammar instruction meet the needs of large, mixed ability classes, and using available technology effectively to enhance grammar learning inside and outside the classroom. Participants will discuss different challenges their learners may have with learning grammar, and discover how they can help learners use grammar to improve fluency and accuracy.



By the end of the eight-week course, participants will be able to:

- Understand key issues concerning grammar acquisition
- Incorporate effective approaches and techniques of presenting and practicing grammar into regular teaching
- Plan communicative grammar lessons for large, mixed ability classes
- Monitor, evaluate and improve grammar lessons
- Give effective feedback to students
- Use available technology to enhance grammar learning.

## Methodology for TESOL



This course is designed to provide participants with current methodologies for teaching English learners (ELs) of different ages in many learning contexts. Participants will discuss and practice a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching listening, speaking, reading, and writing, including grammar and vocabulary, participants will learn how to create an effective and communicative language classroom for all learners. In addition, participants will examine what best practices means in the context of teaching English in the 21st century, where English is an international language, and the use of English incorporates modern technologies.

By the end of the course, participants will be able to:

- Explain the significance of teaching English as an international language
- Compare and contrast traditional and modern second language teaching methods
- Examine their current instructional strategies for ways to provide active, student-centered learning that helps develop learners' self-efficacy and supports lifelong learning
- List learning style differences and the needs of diverse learners
- Identify principles and strategies for teaching integrated language skills
- Develop effective activities for listening, speaking, reading, and writing
- Develop a lesson activity that incorporates critical thinking and problem solving skills (analysis, synthesis, evaluation, decision making, and creative thinking);
- Summarize the impact reflective teaching has on teachers' perspectives toward teaching English and their classroom practice, as well as learners' attitudes and motivations to learn English
- Develop professionally in the field of TESOL by participating in a virtual community of practice and by preparing materials to share in their local community of professionals.

## Using Educational Technology in the English Language Classroom

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This course is designed to help English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes through hands-on learning. It will help teachers integrate pedagogical knowledge and skills with technology to enhance their language teaching and learning through their reading, discussion, and creation of new learning activities. The course will help participants apply technology in record keeping, feedback, and assessment, and use technology to improve communication, collaboration, and efficiency by participating in online discussion and presentation.

By the end of the eight-week course, participants will be able to:

- Understand computer-assisted language learning (CALL) and how technology affects language teaching in the 21st century
- Use strategies to develop vocabulary growth through social media
- Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce grammatical structures as part of tasks that encourage learner interaction
- Use methods for selecting and adapting appropriate reading texts for accomplishing particular language learning goals
- Understand how to teach writing through CALL by selecting appropriate model texts, showcasing technology supported help options, considering the audience for writing activities, and developing writing strategies
- Understand how to select and adapt existing listening resources on the Internet to address language learning objectives
- Select CALL materials that teach speaking skills and focus on the sounds and accents that are relevant for their learners
- Develop teaching units that incorporate one or more of the technologies learned throughout the course.

## Fostering Student Engagement and Motivation

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The details of this new course will soon be available.

